

# Overview of 2016 Accountability

Charter School Summit | June 13, 2016

Charles Hess & Heather Smalley | Texas Education Agency  
Department of Assessment and Accountability  
Division of Performance Reporting

# Accountability Goals

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**By the end of the 2019–20 school year, Texas will be among the top ten states in postsecondary readiness by**

- improving student achievement at all levels in the core subjects of the state curriculum,
- ensuring the progress of all students toward achieving advanced academic performance,
- closing performance gaps among student subgroups, and
- rewarding excellence based on other indicators in addition to state assessment results.

# Performance Index Overview

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- **Index 1: Student Achievement**

Provides a snapshot of student performance across all subjects

- **Index 2: Student Progress**

Provides an opportunity for districts and campuses to receive credit for improving student performance

- **Index 3: Closing Performance Gaps**

Measures the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups

- **Index 4: Postsecondary Readiness**

Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military

# Rating Labels

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- The state accountability system uses ratings that indicate acceptable and unacceptable performance.
- In 2016, two labels indicate acceptable performance:
  - *Met Standard*
  - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)
- The label that indicates unacceptable performance is *Improvement Required*.

# Index Targets

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In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet targets on at least three indices:

Index 1 **or** Index 2 **and** Index 3 **and** Index 4

## 2016 Accountability Performance Index Targets for Non-AEA Districts and Campuses (including charters)

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
<b>Districts</b>	60	5 <sup>th</sup> Percentile	5 <sup>th</sup> Percentile	60	13
<b>Campuses</b>					
Elementary	60	5 <sup>th</sup> Percentile	5 <sup>th</sup> Percentile	n/a	12
Middle		5 <sup>th</sup> Percentile	5 <sup>th</sup> Percentile	n/a	13
High School/K-12		5 <sup>th</sup> Percentile	5 <sup>th</sup> Percentile	60	21

## 2016 Accountability Performance Index Targets – AEA Charter Districts and AEA Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/Dropout Rate Only
<b>AEA Charter Districts and AEA Campuses</b>	35	5 <sup>th</sup> Percentile	5 <sup>th</sup> Percentile	33	45

# Accountability Subset

For the State of Texas Assessments of Academic Readiness (STAAR®) indicators, the performance of only those students enrolled on the PEIMS fall snapshot date (the last Friday in October) is considered for accountability.

- **Campus Accountability Subset**

Campuses are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.

- **District Accountability Subset**

Districts are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.

- **Example**

If a student moves from one campus to another in the same district, his or her performance is included in the district results but not included for either campus.

# Accountability Subset

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STAAR results included in the subset of district/campus accountability	If a student was enrolled in the district/campus on this date:
End-of-course (EOC) summer 2015 administration	Fall 2014 enrollment snapshot
EOC fall 2015 administration	Fall 2015 enrollment snapshot
EOC spring 2016 administration	
Grades 3–8 spring 2016 administration	

# Index 1: Student Achievement

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**Index 1: Student Achievement** provides an overview of student performance based on satisfactory student achievement across all subjects for all students.



# Index 1: Student Achievement

## ■ Assessments

- Grades 3–8: STAAR, STAAR-A, STAAR Alternate 2, and STAAR-L
- End-of-course exams (EOCs): STAAR, STAAR-A, STAAR Alternate 2, STAAR-L, and substitute assessments
  - Substitute assessments include ACT, AP, IB, PLAN, PSAT, SAT, and TSI.
  - <http://texreg.sos.state.tx.us/fids/201505116-1.pdf>

## ■ Performance Standards

- STAAR, STAAR-A, STAAR Alternate 2
  - Meets or exceeds Level II Satisfactory Standard
  - Meets or exceeds ELL progress measure expectations
- STAAR-L
  - Meets or exceeds ELL progress measure expectations
- EOC substitute assessment
  - Meets equivalency standard

For more information about the ELL progress measure, please visit [tea.texas.gov/student.assessment/ell](http://tea.texas.gov/student.assessment/ell).

# Index 1: Student Achievement

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## ■ Assessments by subject

- Reading (grades 3–8)
- Writing (grades 4 and 7)
- Mathematics (grades 3–8)
- Science (grades 5 and 8)
- Social studies (grade 8)
- English I
- English II
- Algebra I
- Biology
- U.S. History

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## Methodology

- Each percentage of tests that meet or exceed the performance standard contributes one point to the index score.
- Index scores range from 0 to 100. Because Index 1 has only one component, the total index points and index score are the same.

## Total Index Points = Index Score

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Met Level II Satisfactory Standard	Index Points
Tests Met or Exceeded Performance Standard	50	+	38	+	19	+	10	+	19	=	136	45%	45
Total Tests	100	+	100	+	42	+	40	+	23	=	305		
Index 1 Score													45

# Index 2: Student Progress

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**Index 2: Student Progress** provides an opportunity for districts and campuses to receive credit for improving student performance independent of overall student achievement.

# Index 2: Student Progress

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## ■ Assessments

- Grades 3–8: STAAR, STAAR-A, STAAR Alternate 2, and STAAR-L
- End-of-course exams (EOCs): STAAR, STAAR-A, STAAR Alternate 2, and STAAR-L

## ■ Performance Standards

Meets or exceeds STAAR or ELL progress measure expectations

## ■ Subjects/Courses

- Reading
- Mathematics
- English I (ELL progress measure only)
- English II
- Algebra I

For more information about the ELL progress measure, please visit [tea.texas.gov/student.assessment/ell](http://tea.texas.gov/student.assessment/ell).

# Index 2: Student Progress

## 2016 STAAR and ELL Progress Measures (PM) by Subject Area and School Type

Elementary School	Middle School	High School
<b>Reading</b>		
Grade 3 (ELL PM only)	Grade 6 Reading	English I (ELL PM only)
Grade 4 Reading	Grade 7 Reading	English II
Grade 5 Reading	Grade 8 Reading	–
<b>Mathematics</b>		
Grade 3 (ELL PM only)	Grade 6 Mathematics	Algebra I
Grade 4 Reading	Grade 7 Mathematics	–
Grade 5 Reading	Grade 8 Mathematics	–
–	Algebra I	–

# Index 2: Student Progress

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## Methodology

- For each percentage of tests that meet or exceed the STAAR or ELL progress measure expectations, a district or campus earns one point.
- For each percentage of tests that exceed the STAAR or ELL progress measure expectations, a district or campus earns one point.
- Results are reported for All Students combined and for nine subgroups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, two or more races, special education, and ELL.
- For each subgroup, a district or campus can earn up to 200 points. The index score—ranging from 0 to 100—is calculated by dividing the total points earned by the total available points.

# Index 2: Student Progress

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STAAR Weighted Progress Rate	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Total Tests: All Subjects	989	64	828	39					75	819		
Met or Exceeded Progress Number of Tests	732	51	621	28					49	614		
Exceeded Progress Number of Tests	198	16	124	4					4	164		
Met or Exceeded Progress Percent of Tests	74%	80%	75%	72%					65%	75%		
Exceeded Progress Percent of Tests	20%	25%	15%	10%					5%	20%		
<b>Weighted Progress Rate</b>	94	105	90	82					70	95	<b>536</b>	<b>1200</b>
<b>Total</b>											<b>536</b>	<b>1200</b>
<b>Index 2 Score (total points divided by maximum points)</b>											<b>45</b>	



# Index 3: Closing Performance Gaps

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**Index 3: Closing Performance Gaps** emphasizes advanced academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups from the prior year.

# Index 3: Closing Performance Gaps

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## ■ Assessments

- Grades 3–8: STAAR, STAAR-A, and STAAR Alternate 2
- End-of-course exams (EOCs): STAAR, STAAR-A, and STAAR Alternate 2

## ■ Performance Standards

- Meets or exceeds STAAR Level II Satisfactory Standard and Level III Advanced
- Meets or exceeds expectations on ELL progress measure and STAAR Final Level II

## ■ Subjects

- Reading
- Writing
- Mathematics
- Science
- Social studies

For more information about the ELL progress measure, please visit [tea.texas.gov/student.assessment/ell](http://tea.texas.gov/student.assessment/ell).

# Index 3: Closing Performance Gaps

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## Student Groups

- Economically disadvantaged
- The two lowest-performing racial/ethnic student groups based on the ***Student Groups to be Evaluated in 2016 for Index 3: Closing Performance Gaps*** report posted December 15, 2015, in TEASE.

# Index 3: Closing Performance Gaps

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**Selecting the Appropriate Racial/Ethnic Group(s):** Identify the racial/ethnic student groups that have 25 or more tests in both ELA/reading and mathematics in the previous year (minimum-size criteria).

## TEXAS EDUCATION AGENCY

### 2015 STAAR Performance

Used for Determining Lowest-Performing Racial/Ethnic Group(s)  
in 2016 for Index 3: Closing Performance Gaps  
(if Minimum-Size Criteria are Met)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<b>2015 STAAR Performance ‡</b>								
<b>All Subjects (includes all subject areas tested)</b>								
% at Phase-in Satisfactory Standard	87%	91%	76%	89%	92%	96%	-	98%
# at Phase-in Satisfactory Standard	3,081	170	474	2,280	34	24	-	95
Total Tests	3,536	186	620	2,567	37	25	4	97
<b>Reading</b>								
% at Phase-in Satisfactory Standard	88%	97%	77%	89%	86%	88%	-	97%
# at Phase-in Satisfactory Standard	1,177	70	191	857	12	7	-	38
Total Tests	1,345	72	247	963	14	8	2	39
<b>Mathematics</b>								
% at Phase-in Satisfactory Standard	87%	93%	78%	88%	92%	100%	-	97%
# at Phase-in Satisfactory Standard	947	56	148	692	11	8	-	31
Total Tests	1,086	60	189	784	12	8	1	32

# Index 3: Closing Performance Gaps

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- From the racial/ethnic student groups that meet minimum-size criteria, select the lowest-performing group(s).
- If three or more racial/ethnic student groups meet minimum-size criteria, the performance of the two lowest-performing groups is included.

## TEXAS EDUCATION AGENCY

### 2015 STAAR Performance

Used for Determining Lowest-Performing Racial/Ethnic Group(s)  
in 2016 for Index 3: Closing Performance Gaps  
(if Minimum-Size Criteria are Met)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<b>2015 STAAR Performance ‡</b>								
<b>All Subjects (includes all subject areas tested)</b>								
% at Phase-in Satisfactory Standard	87%	91%	76%	89%	92%	96%	-	98%
# at Phase-in Satisfactory Standard	3,081	170	474	2,280	34	24	-	95
Total Tests	3,536	186	620	2,567	37	25	4	97
<b>Reading</b>								
% at Phase-in Satisfactory Standard	88%	97%	77%	89%	86%	88%	-	97%
# at Phase-in Satisfactory Standard	1,177	70	191	857	12	7	-	38
Total Tests	1,345	72	247	963	14	8	2	39
<b>Mathematics</b>								
% at Phase-in Satisfactory Standard	87%	93%	78%	88%	92%	100%	-	97%
# at Phase-in Satisfactory Standard	947	56	148	692	11	8	-	31
Total Tests	1,086	60	189	784	12	8	1	32

# Index 3: Closing Performance Gaps

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If two racial/ethnic student groups meet minimum-size criteria, performance of only the lowest-performing group is included.

## TEXAS EDUCATION AGENCY

### 2015 STAAR Performance Used for Determining Lowest-Performing Racial/Ethnic Group(s) in 2016 for Index 3: Closing Performance Gaps (if Minimum-Size Criteria are Met)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<b>2015 STAAR Performance ‡</b>								
<b>All Subjects (includes all subject areas tested)</b>		-			-	-	-	
% at Phase-in Satisfactory Standard	76%	-	79%	74%	-	-	-	86%
# at Phase-in Satisfactory Standard	165	-	58	93	-	-	-	6
Total Tests	216	2	73	125	7	2	-	7
<b>Reading</b>								
% at Phase-in Satisfactory Standard	83%	-	81%	83%	-	-	-	-
# at Phase-in Satisfactory Standard	67	-	22	39	-	-	-	-
Total Tests	81	1	27	47	2	1	-	3
<b>Mathematics</b>								
% at Phase-in Satisfactory Standard	77%	-	78%	77%	-	-	-	-
# at Phase-in Satisfactory Standard	62	-	21	36	-	-	-	-
Total Tests	81	1	27	47	2	1	-	3

# Index 3: Closing Performance Gaps

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If only one racial/ethnic student group meets the prior-year minimum-size criteria, the racial/ethnic group is not included, and the Index 3 score is based on only the performance of the economically disadvantaged student group.

## TEXAS EDUCATION AGENCY

### 2015 STAAR Performance

Used for Determining Lowest-Performing Racial/Ethnic Group(s)  
in 2016 for Index 3: Closing Performance Gaps  
(if Minimum-Size Criteria are Met)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<b>2015 STAAR Performance ‡</b>								
<b>All Subjects (includes all subject areas tested)</b>								
% at Phase-in Satisfactory Standard	83%	-	83%	83%	100%	-	-	88%
# at Phase-in Satisfactory Standard	500	-	24	440	14	-	-	14
Total Tests	600	4	29	530	14	-	-	16
<b>Reading</b>								
% at Phase-in Satisfactory Standard	85%	-	67%	86%	-	-	-	86%
# at Phase-in Satisfactory Standard	191	-	8	171	-	-	-	6
Total Tests	224	1	12	198	4	-	-	7
<b>Mathematics</b>								
% at Phase-in Satisfactory Standard	77%	-	88%	77%	-	-	-	86%
# at Phase-in Satisfactory Standard	147	-	7	129	-	-	-	6
Total Tests	190	1	8	168	4	-	-	7

# Index 3: Closing Performance Gaps

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## Methodology

- For each percentage of tests at or above the Level II Satisfactory Standard or ELL progress measure expectations (for certain ELL students), a district or campus earns one point.
- For each percentage of tests at or above the Level III Advanced Standard or Final Level II (for certain ELL students), a district or campus earns one point.
- For each student group and each subject, a district or campus can earn up to 200 points. The index score—ranging from 0 to 100—is calculated by dividing the total points earned by the total available points.



# Index 3: Closing Performance Gaps

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STAAR Weighted Progress Rate	Economically Disadvantaged	Lowest-Performing Racial/Ethnic Group 1	Lowest-Performing Racial/Ethnic Group 2	Total Points	Max. Points
Total Tests: Reading	80	40	25		
Satisfactory Standard Number of Tests	80	20	25		
Advanced Standard Number of Tests	40	0	25		
Satisfactory Standard Percent of Tests	100%	50%	100%		
Advanced Standard Percent of Tests	50%	0%	100%		
<b>Weighted Performance Rate—Reading</b>	150	50	200	<b>400</b>	<b>600</b>

# Index 3: Closing Performance Gaps

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STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group 1	Lowest Performing Racial/Ethnic Group 2	Total Points	Max. Points
<b>Reading</b> Weighted Performance Rate	150	50	200	400	600
<b>Mathematics</b> Weighted Performance Rate	125	100	90	315	600
<b>Writing</b> Weighted Performance Rate	80	90	125	295	600
<b>Science</b> Weighted Performance Rate	120	40	90	250	600
<b>Social Studies</b> Weighted Performance Rate	50	40	80	170	600
<b>Total</b>				<b>1430</b>	<b>3000</b>
<b>Index 3 Score (total points divided by maximum points)</b>				<b>48</b>	

# Index 4: Postsecondary Readiness

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**Index 4: Postsecondary Readiness** emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of a high school diploma as the foundation of success in college, the workforce, job training programs, or the military.

# Index 4: Postsecondary Readiness

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- Index 4 is comprised of four equally weighted components:
  - STAAR component: postsecondary readiness standard
  - Graduation rate (or annual dropout rate)
  - Graduation plan (RHSP/DAP/FHSP-E/FHSP-DLA rate)
  - Postsecondary component: college and career readiness
- Districts, high schools, and K–12 campuses are evaluated on all four components.
- If a district, high school, or K–12 campus does not have data for any of the three non-STAAR components, only the STAAR component is used.
- Elementary and middle schools are evaluated on the STAAR component only.

# Index 4: Postsecondary Readiness

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## STAAR Component

### ■ Assessments

- STAAR, STAAR-A
- EOC substitute assessments

### ■ Performance Standard

- STAAR: Final Level II or above on two or more subjects. If only one subject was tested then must meet Final Level II on that assessment.
- Substitute assessments: equivalency standard

### ■ Subjects

- Reading
- Writing
- Mathematics
- Science
- Social studies

# Index 4: Postsecondary Readiness

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## Graduation Rate/Annual Dropout Rate Component

The annual graduation rate is used for Index 4 unless longitudinal data is not available. The annual dropout rate is used only when data for graduation rate is not available.

### ■ Graduation Rate

Of the two following options, the graduation rate that contributes the most points to the index score is used.

- Four-year longitudinal graduation rate for grades 9–12
- Five-year longitudinal graduation rate for grades 9–12

### ■ Annual Dropout Rate

- Used only when neither graduation rate is available
- Calculated as the number of students in grades 9–12 designated as having dropped out divided by the number of students enrolled in grades 9–12 at any time during the school year

# Index 4: Postsecondary Readiness

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## Graduation Plan Component

- This component is based on a four-year longitudinal cohort.
- Two percentages are calculated:  
Of the two following options, the graduation plan that contributes the most points to the index score is used.
  - The percentage of students who graduated under either the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP)
  - The percentage of students graduating under either the RHSP/DAP or the Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (DLA)
- The annual RHSP/DAP/FHSP-E/FHSP-DLA graduation rate is used for any district or campus for which longitudinal data is not available.

# Index 4: Postsecondary Readiness

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## **Postsecondary Component: College and Career Readiness**

Percentage of annual graduates who demonstrate postsecondary readiness in one of three ways:

- Meet or exceed the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the TSI assessment, SAT, or ACT
- Earn credit for at least two advanced/dual-credit courses
- Enroll in a coherent sequence of CTE courses (including a Tech Prep program) as part of a four-year plan of study to take two or more courses for three or more credits



## Index 4: Postsecondary Readiness

Indicator	All Students	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
• STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											30.3	
• Graduation Rate												
4-yr. Graduation Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Graduation Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation points divided by maximum points)											78.1	
• Graduation Plan												
Longitudinal RHSP/DAP Rate	72.7%	76.4%			83.6%		83.0%				315.7	400
Longitudinal RHSP/DAP/FHSP E/DLA	70.5%	75.4%			81.5%		82.0%				309.4	400
RHSP/DAP: Score (total RHSP/DAP points divided by maximum points)											78.9	
• Postsecondary Component												
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)											80.3	

# Index 4: Postsecondary Readiness

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## Example Index 4 Calculation

### Overall Index Score

Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	78.9	X	25%	19.7
College and Career Readiness Score	80.3	X	25%	20.1
Index 4: Score				67

# Index 4: Postsecondary Readiness (AEA)

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## **AEA Charter Districts and Campuses** (including dropout recovery campuses)

- Index 4 for AEA charter districts and campuses is based on two components:
  - STAAR postsecondary readiness standard (25% of the index score)
  - Graduation rate/annual dropout rate (75% of the index score)
- If STAAR indicator is not available, only graduation rate/dropout rate is used.
- If graduation rate/dropout rate is not available, a district or campus is not evaluated on Index 4.

# Index 4: Postsecondary Readiness (AEA)

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## STAAR Indicator

### ■ Assessments

- STAAR, STAAR-A
- EOC substitute assessments

### ■ Performance Standard

- STAAR: Final Level II or above on two or more subjects. If only one subject was tested then must meet Final Level II on that assessment.
- Substitute assessments: equivalency standard

### ■ Subjects/Courses

- Reading
- Writing
- Mathematics
- Science
- Social studies

# Index 4: Postsecondary Readiness (AEA)

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## Graduation Rate/Annual Dropout Rate Indicator

### ■ Graduation Rate

- The rate includes not only graduates, but also continuers and GED recipients.
- Of the three following options, the graduation rate that contributes the most points to the index score is used:
  - Four-year graduates, continuers, and GED recipients
  - Five-year graduates, continuers, and GED recipients
  - Six-year graduates, continuers, and GED recipients

### ■ Annual Dropout Rate

The dropout rate is used only when no graduation rate is available.

# Index 4: Postsecondary Readiness (AEA)

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**Bonus Points:** Up to 30 bonus points are added for the following indicators:

- Percentage of RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA graduates
  - This percentage is based on four-year longitudinal cohort or annual graduates.
  - The annual rate is used if the four-year longitudinal RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA data is not available or does not meet minimum-size criteria.
- Percentage of annual graduates who demonstrate postsecondary readiness in one of three ways:
  - Meet or exceed the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the TSI assessment, SAT, or ACT
  - Earn credit on at least two advanced/dual-credit courses
  - Enroll in a coherent sequence of CTE courses (including a Tech Prep program) as part of a four-year plan of study to take two or more courses for three or more credits
- Excluded Student Credit  
Earned when recovered dropouts or other students excluded from state dropout-rate calculations either graduate or earn a GED

# Index 4: Postsecondary Readiness (AEA)

AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate												
Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											51.8	
Graduation, Continuers, and GED Rate												
4-Year Rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-Year Rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate Total											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	

# Index 4: Postsecondary Readiness (AEA)

AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate				
Bonus Points				
Graduation Plan	33.3%			33
College and Career Readiness				0
Excluded students credit				0
Total Bonus Points (maximum of 30)				30

Overall Index 4 Score for AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Standard	51.8	X	25%	13.0
Graduation, Continuers, GED Rate	61.4	X	75%	46.1
Bonus Points	30.0			30
Index 4: Score				89



# AEA Campus Registration

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- To be rated under AEA provisions, a campus must register as an alternative education campus (AEC).
- Campuses register each April through the TEASE Accountability website.
- Dropout recovery schools who meet enrollment requirements are allowed to register for evaluation under AEA provisions.
- To register as an AEC, a campus must meet two criteria:
  - At least 75% of its students must be considered at risk as verified by current-year PEIMS fall enrollment data. (Campuses with less than 75% at-risk student enrollment may use prior-year PEIMS data to qualify.)
  - At least 50% of its students are enrolled in grades 6–12.

# Distinction Designations

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- Distinction designations are awarded to districts and campuses in recognition of outstanding achievement.
- To be eligible for distinction designations, a district or campus must receive a *Met Standard* rating.
- Districts and campuses rated using AEA provisions are not eligible.
- Campus distinctions are based on indicators of student performance in comparison to 40 similar campuses.

# Distinction Designations

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- Campuses may be awarded distinction designations for outstanding achievement in the following areas:
  - English language arts/reading
  - Mathematics
  - Science
  - Social studies
  - Student progress
  - Closing performance gaps
  - Postsecondary readiness
- Districts may be awarded distinction designations for outstanding achievement in postsecondary readiness.

# System Safeguards

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- The purpose of the system safeguards report is to ensure that—in the aggregated district or campus reports—substandard performance in one area or one student group is not disguised by acceptable performance in other areas or other student groups.
- System safeguards also help identify whether state-level interventions are needed.
- Performance results are disaggregated to show the performance of each student subgroup on Index 1.

# System Safeguards

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- The following indicators are included in the system safeguards report:
  - Performance rates (district and campus) by subject: reading, mathematics, writing, science, and social studies
  - Federal performance rates (district and campus) by subject: reading and mathematics
  - Participation rates (district and campus) by subject: reading and mathematics
  - Federal graduation rates (district and campus)
  - Federal limits on alternative assessments (district only)

# System Safeguards Measures and Targets

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- Results for the following groups are included in system safeguards reports:
  - All students
  - Seven racial/ethnic student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and two or more races
  - Economically disadvantaged
  - Students served by special education
  - English language learners (ELLs)
- 2016 targets for the disaggregated system-safeguards results are as follows:
  - STAAR performance target corresponds to Index 1 (60%)
  - Federal performance target corresponds to Index 1 (87%)
  - STAAR participation target required by federal accountability (95%)
  - Federal graduation rate targets and improvement calculations for four-year rate (88%) and five-year rate (90%)
- Safeguards results that miss targets are addressed through the Texas Accountability Intervention System (TAIS).

## System Safeguards Measures and Targets

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Eco. Disadv.	ELL	Special Ed.
Performance Rates											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Federal Performance Rates											
Reading	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%
Mathematics	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates (includes improvement targets)											
4-year	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
5-year	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
District Limits on Use of Alternative Assessment Results											
Reading – STAAR Alt 2	1%	Not Applicable									
Mathematics – STAAR Alt 2	1%	Not Applicable									

# 2016 Accountability Manual

The *2016 Accountability Manual* describes the 2016 accountability system and explains how accountability ratings are assigned and distinction designations are awarded.

## **2016 Accountability Manual**

<http://tea.texas.gov/2016accountabilitymanual.aspx>

The manual is updated annually to reflect changes to the accountability system. Chapters 2–9 of the manual are currently posted on the Texas Register for public review and comment as part of the administrative rule adoption process.



# 2016 Accountability Calendar

Year	Date	Activity
2015	July 6–10	STAAR EOC testing
	<b>October 30</b>	Snapshot date (2015–16 PEIMS Submission 1)
	December 7–11	STAAR EOC testing
	December 10	2015–16 PEIMS submission 1 due
2016	January 21	Last date to resubmit changes and corrections to PEIMS submission 1
	February 12	2015 accountability decisions announced (public web)
	March 7–April 6	TELPAS testing window
	March 28–April 8	2016 AEA campus registration process (TEASE)
	March 29	STAAR: grades 4 and 7 writing, grades 5 and 8 mathematics, English I EOC
	March 30	STAAR: grades 5 and 8 reading
	March 31	STAAR: English II EOC
	April 4–22	STAAR Alternate 2 testing window
	April 29	2016 Final lists of AEA campuses and charter operators (public web)
	May 2–6	STAAR EOC testing
	May 2–May 13	Campus pairing process (TEASE)
	May 9	STAAR: grades 3, 4, 6, and 7 mathematics
	May 9–10	STAAR: grades 5 and 8 reading and mathematics (retest)
	May 10	STAAR: grades 3, 4, 6, and 7 reading
	May 11	STAAR: grades 5 and 8 science

# 2016 Accountability Calendar

Year	Date	Activity
2016	May 12	STAAR: grade 8 social studies
	May 13	<i>2016 Accountability Manual</i> , chapters 2–9 (public web)
	May 27–June 27	Public comment period for <i>2016 Accountability Manual</i>
	June 2	Longitudinal graduation and annual dropout lists and rates (TEASE)
	June 9	List of 2016 campus comparison groups (TEASE)
	June 16	Confidential Lists of College and Career Ready Graduates for 2016 State Accountability (TEASE)
	Mid June	<i>2016 Accountability Manual</i> , all chapters (public web)
	<b>August 5</b>	2016 Preliminary Performance Index Tables without rating labels (TEASE)
	August 5	Campuses identified under PEG criteria for 2017–18 school year (TEASE)
	<b>August 11</b>	2016 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards (TEASE)
	<b>August 12</b>	2016 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards (public web)
	August 12	Campuses identified under PEG criteria for 2017–18 school year (public web)
	<b>August 12–September 16</b>	2016 Appeals application available to districts (TEASE)
	<b>September 16</b>	2016 Appeals Deadline
	<b>September 30</b>	2016 Consolidated School Rating Report (state-assigned academic and financial ratings and locally-assigned community and student engagement ratings) (public web)
	<b>November</b>	TEA notifies districts of accountability appeal decisions (mail and TEASE)
	<b>November</b>	2016 final ratings release after resolution of appeals (TEASE and public web)

# 2016 Accountability Calendar

Year	Date	Activity
2016	November	Preliminary longitudinal graduation cohort lists updated (TEASE)
	November	2015–16 Texas Academic Performance Reports (TAPR) (public web)
	December	2016 Texas School Accountability Dashboards (public web)
	December-January	2015–16 School Report Card and Federal Report Card (public web)

# House Bill 2804, 84<sup>th</sup> Texas Legislature (HB 2804)

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- HB 2804 established the creation and implementation of an A–F accountability rating system.
- Districts and campuses will be rated on five domains:
  - **Domain I: Student Achievement**
  - **Domain II: Student Progress**
  - **Domain III: Closing Performance Gaps**
  - **Domain IV: Postsecondary Readiness**
  - **Domain V: Community and Student Engagement**

# HB 2804 Implementation Timeline

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- **Fall 2015–Summer 2016**

Texas Commission on Next Generation Assessments and Accountability meets

- **September 1, 2016**

Texas Commission on Next Generation Assessments and Accountability delivers a recommendations report to governor and legislature

- **December 1, 2016**

TEA adopts a set of indicators for A–F ratings

- **January 1, 2017**

TEA releases report showing the rating that each district and campus would have received for the 2015–16 school year if the A–F rating system had been in place

# HB 2804 Implementation Timeline

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- **Summer 2017**

Districts and campuses report to TEA which three Community and Student Engagement indicators will be used for Domain V and the criteria that will be used to measure performance in those indicators

- **Spring 2018**

Districts and campuses assign to themselves an overall rating of **A**, **B**, **C**, **D**, or **F** for Domain V and a rating for each of the three Community and Student Engagement indicators used for Domain V

- **August 15, 2018**

Each district and campus is assigned an overall rating of **A**, **B**, **C**, **D**, or **F** and a rating for each domain beginning with the 2017–18 school year

# Texas Education Agency Secure Environment

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- The Texas Education Agency Secure Environment (TEASE) Accountability website provides school districts and charters with confidential, unmasked data tables; summary tables; confidential student listings; data files; and other accountability information.
- Only superintendents and their designees have access to TEASE Accountability.
- Each superintendent and charter school executive director should apply for access and may designate others to have access as well.
- The TEASE Accountability website is accessible at <http://ritter.tea.state.tx.us/forms/tease/accountability.htm>.

# Performance Reporting Products

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- The **Texas Academic Performance Report (TAPR)**, formerly known as the Academic Excellence Indicator System (AEIS) report, pulls together a wide range of information annually on the performance of students in each school and district in Texas. The report also provides extensive information on staff, programs, and demographics for each school and district.
- **School Report Cards** present selected information from the TAPR.
- **Accountability Ratings** provide ratings as well as the data used to determine the ratings for each campus and district. The site also shows the distinction designations earned by campuses and districts.
- The **Snapshot** provides an overview of public education in Texas for a particular school year and includes a profile of basic characteristics for each district and campus.



# Performance Reporting Products

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- The **Texas Performance Reporting System (TPRS)** provides additional performance reports and results not previously available.
- The **Texas Consolidated School Accountability Report (TCSR)** combines the accountability rating, distinction designations, Financial Integrity Rating System of Texas (FIRST) rating, and community and student engagement rating for each district and campus in Texas.
- The **Texas School Accountability Dashboard** makes it possible to find clear and concise accountability information and demographics for an individual school, an entire school district, or the state as a whole. It also allows anyone to easily compare districts or schools (<http://www.texasschoolaccountabilitydashboard.org/>).

# Performance Reporting Resources and Contacts

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- **2016 Accountability Rating System**  
<http://tea.texas.gov/2016accountability.aspx>
- **Performance Reporting Resources**  
<http://tea.texas.gov/perfreport/resources/index.html>
- **Performance Reporting Home Page**  
<http://tea.texas.gov/accountability/>
- **Performance Reporting E-mail**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Performance Reporting Telephone**  
(512) 463-9704